



Human Dimensions of Fish and Wildlife Management BI1300, 30030.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Sabrina Dressel

Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

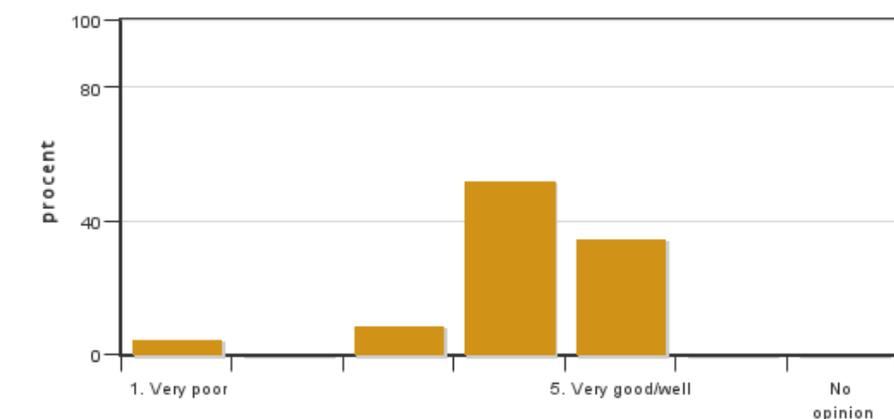
Answers 23

Number of students 37

Answer frequency 62 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 23

Medel: 4,1

Median: 4

1: 1

2: 0

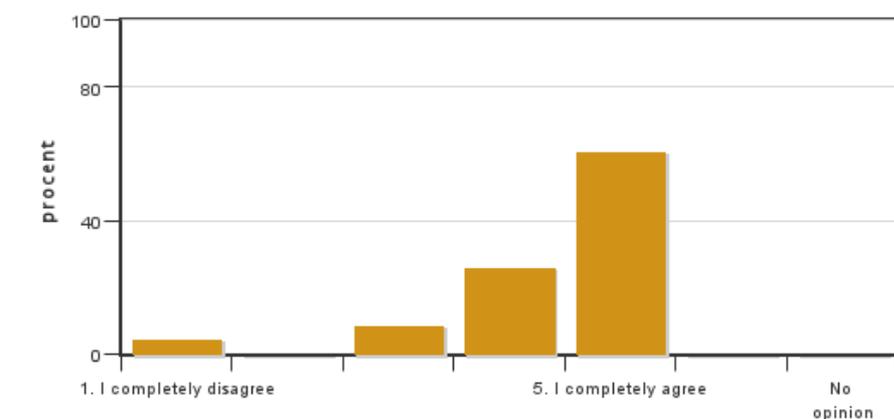
3: 2

4: 12

5: 8

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.



Answers: 23

Medel: 4,4

Median: 5

1: 1

2: 0

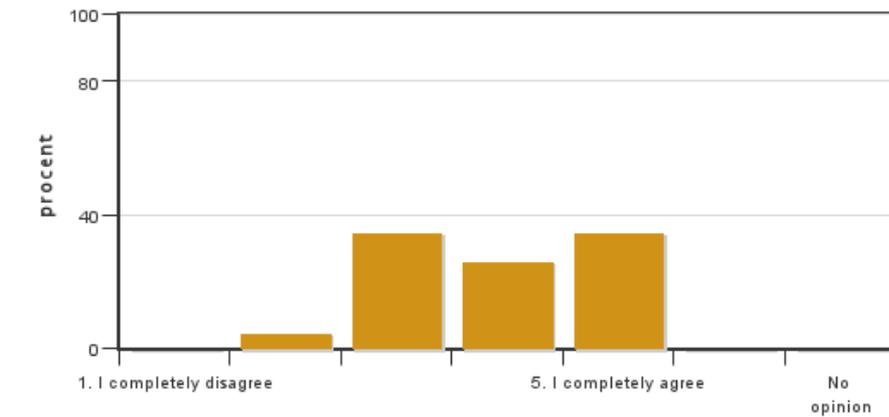
3: 2

4: 6

5: 14

No opinion: 0

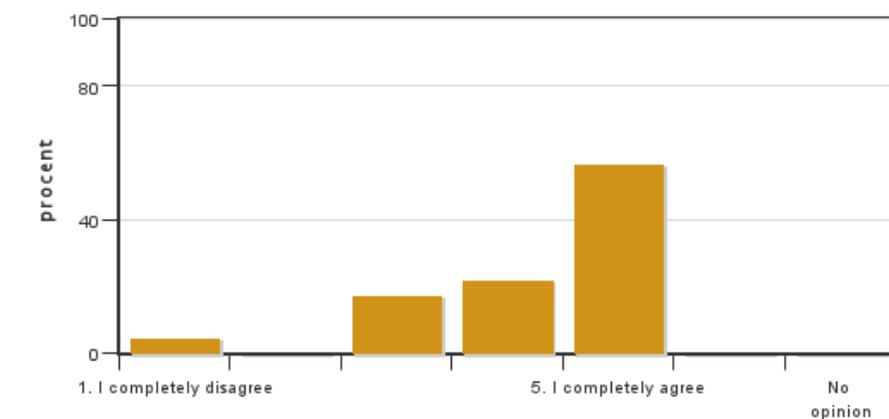
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 23
 Medel: 3,9
 Median: 4

1: 0
 2: 1
 3: 8
 4: 6
 5: 8
 No opinion: 0

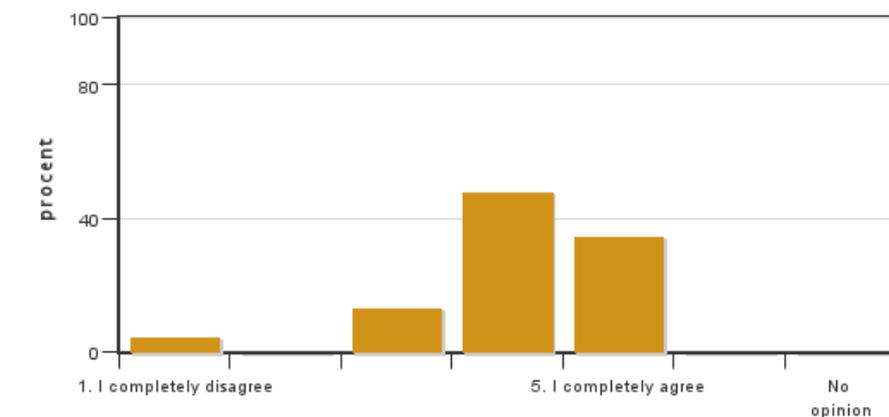
4. The information about the course was easily accessible.



Answers: 23
 Medel: 4,3
 Median: 5

1: 1
 2: 0
 3: 4
 4: 5
 5: 13
 No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 23
 Medel: 4,1
 Median: 4

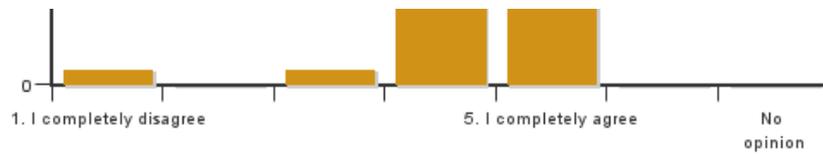
1: 1
 2: 0
 3: 3
 4: 11
 5: 8
 No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



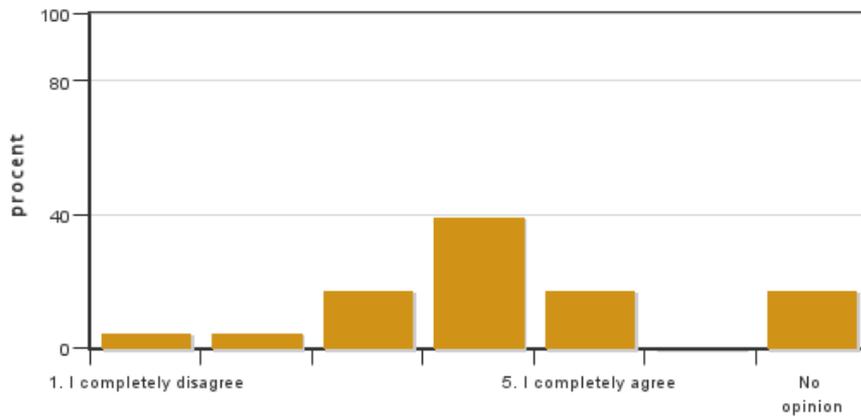
Answers: 23
 Medel: 4,5
 Median: 5

1: 1
 2: 0
 3: 1
 4: 6
 5: 15



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 23

Medel: 3,7

Median: 4

1: 1

2: 1

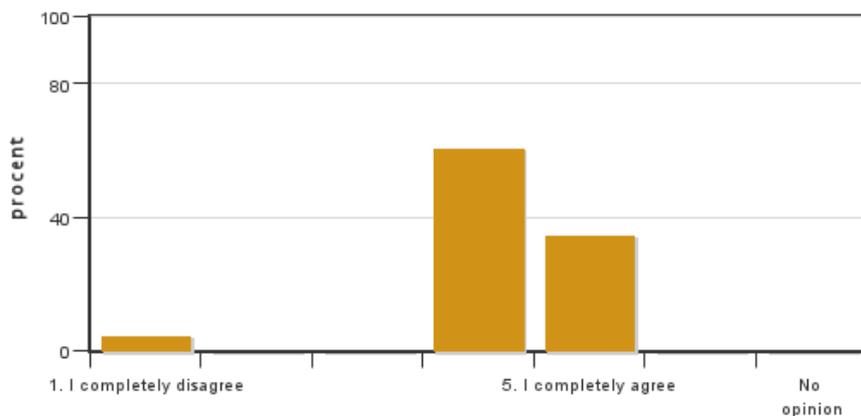
3: 4

4: 9

5: 4

No opinion: 4

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 23

Medel: 4,2

Median: 4

1: 1

2: 0

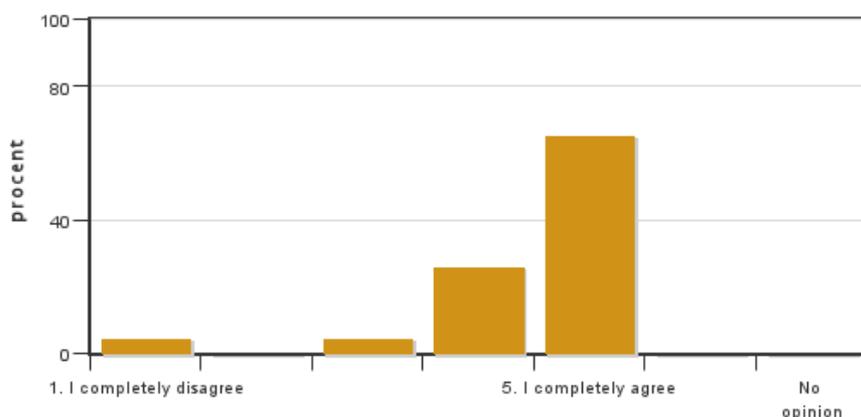
3: 0

4: 14

5: 8

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 23

Medel: 4,5

Median: 5

1: 1

2: 0

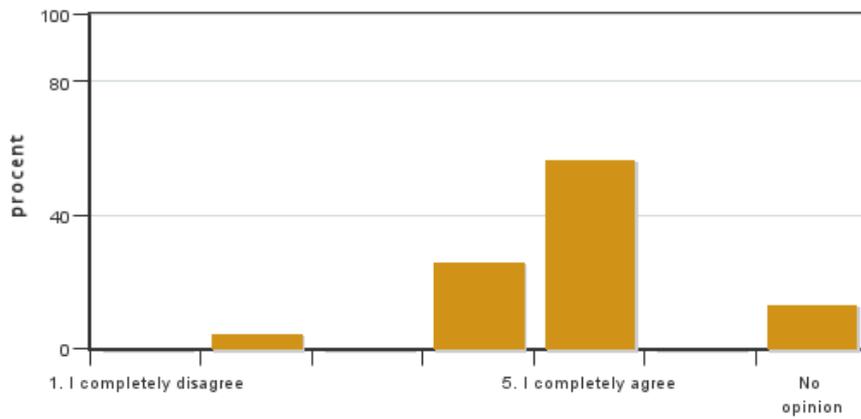
3: 1

4: 6

5: 15

No opinion: 0

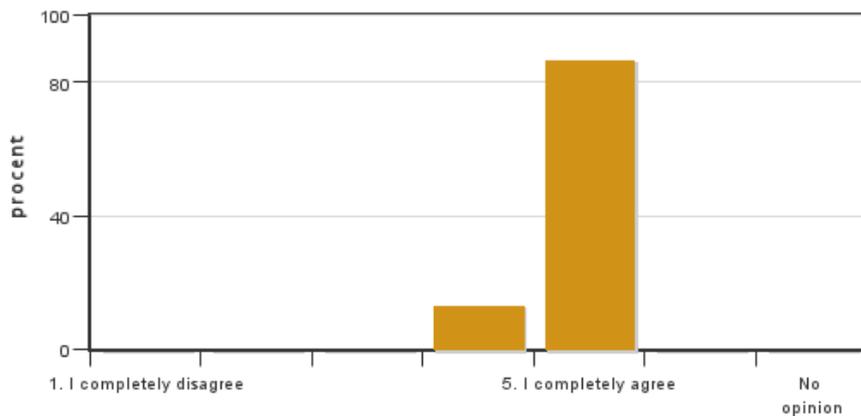
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 23
 Medel: 4,6
 Median: 5

1: 0
 2: 1
 3: 0
 4: 6
 5: 13
 No opinion: 3

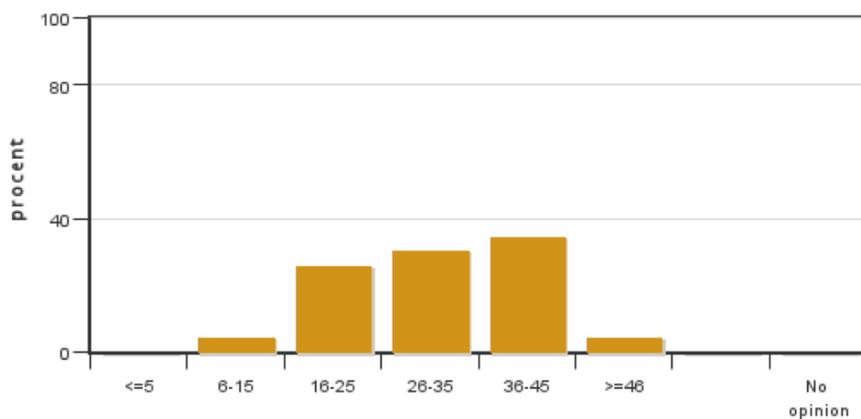
11. The course covered international perspectives.



Answers: 23
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 3
 5: 20
 No opinion: 0

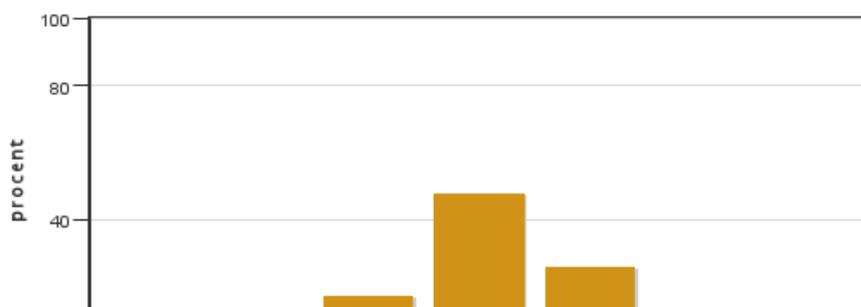
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 23
 Medel: 30,7
 Median: 26-35

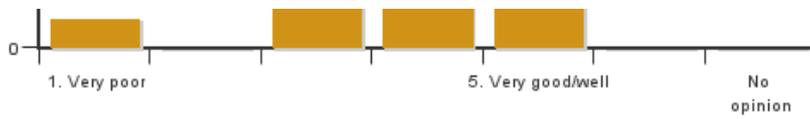
≤5: 0
 6-15: 1
 16-25: 6
 26-35: 7
 36-45: 8
 ≥46: 1
 No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 23
 Medel: 3,8
 Median: 4

1: 2
 2: 0
 3: 4
 4: 11
 5: 6
 No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

We really appreciate the positive review, which was also reinforced during the half-time and the final meeting with the student representative. BI1300-Human Dimensions of Fish and Wildlife Management is a very interactive course, with many discussion groups, workshops, role plays and similar activities. Thus, adapting it to an online-based course due to Covid-19 was a challenge and required several changes in its set up. Given the mainly positive comments within the evaluation, it seems we succeeded to keep it interactive. Nevertheless, the comments also indicate that students would have preferred in-class teaching and that longer online sessions can be challenging for some. If we have to teach this course again online-based, we will consider this and schedule shorter sessions. The “case work week” was a new element in 2021 and was named by several students as excellent and applied learning activity. Thus, we will build on this and plan to include it also in coming years. Similarly, the positive feedback on having student’s individual project work in which they can apply the learned concepts, as main examination element will be considered for future courses.

Student representatives comments

The course “Human Dimensions of Fish and Wildlife Management” of the academic year 2020-2021 was conducted completely online, due to the restrictions regarding the Covid-19 pandemic. 23 out of 37 total participants filled in the course evaluation (62%).

The overall impression of the course was very positive. The students were impressed by the good organization and planning and supported that the course was very interactive with interesting lectures. Some students commented that, they realized how important is including social sciences in environmental sciences and how the course helped to “think outside the box”. Sabrina Dressel was very motivating and used a good number of breaks. Most of the guest lecturers were good at using zoom and were considered to be very inspiring, instructive and easy to reach. Even if the majority of the students would prefer to be in a physical classroom, everyone accepted the situation of Covid-19 pandemic, and the comments all agreed that zoom lectures and workshops worked well. Most students were pleased with how supportive and active the zoom participants were and how the lectures, presentations and assignments were conducted. Even if it was not as participating in a physical class, it was simple to join from home, possible to work remotely and the canvas structure was nearly impeccable. There was a comment that this course had an outstanding outcome and enabled the student to be more confident about taking online courses in the future. Moreover, the online format was thought to be very beneficial and helpful to the groupwork. This means that everyone was aware of all the important steps that needed to be taken.

The majority of the students agreed that the course content had clear links to its learning objectives and that there was inclusiveness and respect of different opinions. Almost all students agreed that the examinations provided the opportunity to demonstrate what we had learnt during the course. In fact, it was highlighted that, not having an actual exam, but rather being graded for each assignment and an individual project were more realistic methods to demonstrate our gained knowledge. The students, in addition, almost completely agreed that international perspectives were covered during the course and that there was gender and equality aspect regarding the content and the teaching practices. They also confirmed that the course touched upon the sustainable development aspect. All 5 comments regarding prior knowledge on the subject of the course point out that social sciences are not included in natural/environmental sciences. The big majority of the students were related to biological/natural/environmental/agricultural studies, so this unanimous opinion shows that we had to put additional effort in understanding the social approach. However, a comment underlined that all the lecturers did a great job filling in the biggest gaps.

While others appreciated the load and variety of topics, workshops etc, others believe that zoom did not facilitate the interaction and some topics were very broad. The mean of hours per week students spent was 30.7, commenting that there were a lot of readings and assignments to do, lectures to participate in and limited time for these and the individual project, especially during communication week.

More specifically, regarding the course structure, breakout rooms and workshops were highly appreciated, as many people felt comfortable sharing their opinions in smaller groups and having discussions. The Menti platform had also positive comments, and we had the opportunity to hear a lot of international opinions and perspectives. The case work and the communication plan we had to do were thought to be instructive and fun. The role plays had good

critiques too.

The problems that students faced were mainly technical due to online teaching. These problems involved bad microphones, poor sound quality, a lot of screen time, not being able to understand facial expressions online, unstable internet connection, having communication problems during groupwork or breakout rooms, problems on working on the same document online at first, and the difficulties in following up some lecturers online due to their pace of speaking. Other problems that appeared were easily losing focus and motivation online, as well as difficulties in getting everything out of the course. The lack of physical contact, the ideas shared to a lesser extent and the easier fatigue due to supplementary effort to participate online were some of them.

Overall, the scores and the comments evaluating this course showed that the students were pleased with the subjects and the conduction of the course, even under the pandemic's restrictions. Despite the unavoidable technical problems and some individual comments, the vast majority of the participants gained very good learning outcomes and was satisfied with the course leader and the guest lecturers.

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